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ABSTRACT

This exercise explores by means of simulation the effect which the communications that take place in a school have on organization climate. The eight staff roles involved are assistant superintendent, principal, English department head, social studies department head, science department head, English teacher, social studies teacher, and science teacher. The objective for each one is to use the available modes of communication to achieve a personal goal which is indicated in the role description. Two sets of memos are supplied to each participant, one set sent by him to other staff members, and one set received by him and requesting a response. Any participant can communicate with any other participant by memorandum, discussions can be held with other individual participants specified in the role descriptions, and special meetings can be called under the rules set out. One of the central issues under consideration is a proposal for using paraprofessional aides for which a grant has been obtained, and during the game there will be two referendums on the issues involved in implementing the proposal. All the material needed for the simulation is included in the document. (SP 004 893, 894, and 895 are related documents.) (MBM)

SCHOOL COMMUNICATIONS GAME

What Does This Game Do?

What effect do the communications that take place in a school have on organizational climate? This exercise helps you to answer that question.

During the game you will be a staff member or an administrator at Woodrow Wilson Junior High School. You will, in your role, have ideas, concerns and perspectives that you will communicate to the other members of the school's staff.

Your objective is to use the available modes of communication to achieve a personal goal. This goal (or goals) are indicated in the role description you receive.

How Does This Game Operate?

Ten staff members representing different levels of authority in the school organization are separated by movable partitions in the following arrangement:

Dr. Antique Assistant Superintendent		
Mr. Whipper Principal		
Mr. Wordsworth English Department Head	Mr. Globe Social Studies Department Head	Mr. Petri Science Department Head
Mr. Colon English Teacher	Miss Terraine Social Studies Teacher	Miss Prism Science Teacher

The partitions represent the physical separation of staff members from each other in the school.

At the moment the game begins you have before you two sets of memos:

- 1) Memos you have sent to other staff members.
- 2) Memos received, requesting a response from you.

There are a number of options available to you to respond to these latter communications. However, you may choose to ignore the memos for the time being, and initiate other communications.

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Rules for Communicating:

1. Memos : Any participant can communicate with any other participant through memoranda. This is done by writing a note, with a carbon copy for yourself, and giving it to the game warden who will deliver it.
2. Discussions : In your role description you are given a set of other staff members with whom you can initiate a discussion. To do this you simply leave your seat and move to the person you will talk with. No more than two participants can talk together unless a meeting is called.
3. Meetings : By calling a special meeting: A participant can request, through the game director, to hold a meeting. The rules for calling a special meeting are:
 - a) A teacher can only call a meeting once with other teachers.
 - b) A Department Head can only call a meeting once with other Department Heads.
 - c) The Principal can call a meeting once with all members of the staff, or any combination of staff members, and invite the Superintendent once.
 - d) The Assistant Superintendent can call a meeting with all staff members, or any combination of staff twice during the game.

Maximum meeting time is fifteen minutes.

Referendums

One of the central issues that you will be concerned with in the game is a proposal for using paraprofessional aides in Woodrow Wilson Junior High (Project WHOOPS). As the game opens the Assistant Superintendent is the only person who has a copy of the WHOOPS proposal. The proposal is very open-ended, and many aspects of its implementation are unspecified. During the game there will be two referendums on the issues involved in implementing the proposal. The administration and use of the referendums is the responsibility of the Assistant Superintendent. They will provide you with an opportunity to influence the opinions and responses of other staff members on an issue of central concern to all.

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Game Schedule

- 10 minutes - participants read roles and memos, and decide on course of action
- 30 minutes - participants interact through memos and meetings
- 5 - 15 minutes - 1st referendum - preceded, at option of Assistant Superintendent, by meeting of the entire staff
- 30 minutes - 2nd session for participants to interact
- 5 - 15 minutes - 2nd referendum - Assistant Superintendent again has the option of calling a meeting prior to 2nd referendum
- 30 minutes to 1 hour - Game Analysis - End of Play

During the game analysis, your organization will be discussing the results of the exercise with two other teams.

Resources Needed:

Movable partitions
Desks and chairs
Memo pads, pencils, pens

School Communications Game

REFERENDUM: SESSION #1

1. Funds for Project WHOOPS should be used for a small scale pilot study (2-5 aides).

YES _____

COMMENTS:

- OR: 2. Funds for Project WHOOPS should be used to employ from 12-15 paraprofessionals.

YES _____

COMMENTS:

School Communications Game

REFERENDUM: SESSION #2

1. How would you recommend that the aides be distributed to these school departments (English, Social Studies, Science).

2. List three activities you feel aides should do in our school.

Activity

% of Time

1.

2.

3.

School Communications Game

Analysis Form:

After the title of each person in the game, check the degree of understanding you felt that person had for your concerns. (Don't check your own role).

Lack of Understanding of My Concerns $\longrightarrow$ Great Understanding of My Concerns

	1	2	3	4	Total
Assistant Superintendent Mr. Antique					
Principal Mr. Whipper					
English Department Head Mr. Wordsworth					
Social Studies Department Head Mr. Globe					
Science Department Head Mr. Petri					
English Teacher Mr. Colon					
Social Studies Teacher Miss Terraine					
Science Teacher Miss Prism					

TOTAL
FOR ORGANIZATION

PROJECT WHOOPS

(Workshop to Help the Organization of Paraprofessionals in Schools)

**A Proposal Submitted
for funding to the
Flott Foundation
for
\$60,000**

**by
Woodrow Wilson Junior High School
Conklinville Public School District**

Project Director:

**Mr. Antique
Central Administration Offices
Conklinville Public School District
Conklinville, U.S.A.**

INTRODUCTION

John Holt begins a brief editorial on the state of education in America as follows:

Almost every child, on the first day he sets foot in a school building, is smarter, more curious, less afraid of what he doesn't know, better at finding and figuring things out, more confident, resourceful, persistent and independent than he will ever be again in his schooling--or, unless he is very unusual and very lucky, for the rest of his life.

It is the belief of the Conklinville Public School District that this quote poignantly characterizes the crisis in American Education today--a crisis that can be met only by our individualizing instruction for each unique child who is entrusted to us for his education.

STATEMENT OF NEED

Conklinville Public School District has awakened to the crisis now facing American Public Education. It is committed to taking up the challenge of individualizing instructional programs to meet the individual needs of each child. Teachers must be allowed greater flexibility. They cannot possibly function as facilitators of learning until many clerical and housekeeping chores are lifted from their shoulders. Resource centers and libraries in the schools cannot begin to fulfill our expectations for them until they are staffed with clerical and instructional personnel adequate to serve the students using these facilities. Finally, the explosion in educational technology which has opened new vistas in terms of media, computer, and machine support services for the instructional process can never be exploited to its full potential until adequately trained personnel are in the schools to make these services available to the teachers.

It is in the face of these needs that Woodrow Wilson Junior High School is preparing itself to carry out Project WHOOPS (Workshop to Help the Organization of Paraprofessionals in Schools). Wilson Junior High has a heritage of innovation. It led the way in testing such innovations as team teaching, programmed learning and teaching machines, resource centers, flexible scheduling, and closed circuit TV, and individualized instruction. Now, it is the destiny of Woodrow Wilson Junior High to lead the way in demonstrating the use of paraprofessionals in the schools to help teachers meet the unique needs of each and every individual child.

PROGRAM OBJECTIVES

Project WHOOPS is designed to attain the following goals and objectives:

GENERAL OBJECTIVE: To promote a more effective utilization of the present educational staff in the Woodrow Wilson Junior High School.

LONG RANGE COAL: To create and set into the regular operating pattern of the school staffing patterns for the teachers and paraprofessionals in the district.

IMMEDIATE GOAL: To analyze the teacher-paraprofessional roles in an attempt to formulate a plan for the training and utilization of teachers and paraprofessionals which will maximize the benefits received from the particular talents, experiences, and other staff resources which are currently available in the school.

SPECIFIC FIRST YEAR OBJECTIVES: By the end of the first year of this project we expect to have achieved the following objectives. We hope to:

1. Provide 3-15 paraprofessionals with a four-week summer training program which will furnish them with information about the concept of paraprofessional use in programs presently operating in the school. Participating paraprofessionals will also be given a background in certain specific planning, communication and human relations skills to prepare them for the educational tasks which they will assume.
2. Identify the various paraprofessional positions which are appropriate to our individualized educational setting.
3. Develop role descriptions for the various positions which might be included in a paraprofessional program.
4. Develop a plan for the training of professionals, paraprofessionals, and sub-professionals which will prepare them to fill more clearly differentiated roles.
5. Develop alternative models for the more effective use of teachers and paraprofessionals in our present staffing pattern.

PROGRAM DESIGN

Project WHOOPS is intended to put between 3 and 15 paraprofessionals into Woodrow Wilson Jr. High. The precise number will depend on whether disadvantaged persons from the community are recruited and trained for the paraprofessional roles (in which case the training costs will decrease the number of positions) or on whether previously trained and credentialed paraprofessionals are drawn from the graduating classes of the local community college.

One of two strategies will be used to implement the program. The first alternative would be to implement and test a very small pilot program involving 3-5 paraprofessional positions. The feasibility of the total program would

then be reviewed after after one year of operation of the pilot program. The second alternative would be to fully implement the program in the first year and after the trial period of operation, analyze evaluation data and make necessary modifications in the program.

Another innovation in this program is the flexibility of the distribution pattern of paraprofessionals among the various departments within the school. Rather than making any arbitrary assignments, positions will be assigned on a justified-need basis to the departments.

The final component of the program will be the formulization of detailed job descriptions and selection criteria for paraprofessional positions. At this time it has not been decided whether paraprofessionals should assume instructional as well as clerical and housekeeping tasks.

APPENDIX

Rough Estimate of Costs for Salaries and Training of Paraprofessional Staff:

SALARY:

Instructional Aide	\$5,500
Clerical Aide	\$4,500

ROLE DESCRIPTIONS:

Instructional Aide

hall duty
study supervision
parent-home contacts
individual tutoring
small group supervision
playground supervision
field trip supervision
library and resource center
assistance

Clerical Aide

filing
typing
taking attendance
duplicating materials
ordering supplies
grading coded tests
keeping records
preparing displays, and bulletin
boards

Assistant Superintendent - Mr. Antique

You have been in public education for fifteen years, and have consistently attempted to initiate and support school curriculum and organization changes.

While you were an English Department Head eight years ago, you introduced the Core Curriculum into your junior high school, and felt that this kind of arrangement, provided that the teachers are well-trained, is far superior to the traditional subject matter divisions.

In your current position as Assistant Superintendent, you see yourself both as a mediator between staff and administration and as one who encourages new programs.

A recent cut in the budget for new materials has made it difficult for you to appropriate money for new curriculum or resource materials. However, from the initiative of the Principal of Woodrow Wilson Junior High, you have submitted and gotten funding for a \$60,000 developmental program for paraprofessionals from the Flott Foundation.

You hope that this program can be the beginning of a reformation of both instructional techniques (in that aides can provide support services for mediated instruction and CAI) and teaching roles (in that the project provides the beginning of new role definitions within the school).

You are the only person who can initiate a meeting of the entire staff. You can do this twice; you do not, however, have to call any meetings at all. One of the purposes of these all-staff meetings can be to poll the opinions of the other participants in reference to the paraprofessional proposal. This may influence your decision concerning implementation of the proposal. The final decision, however, is yours alone; if you choose, you can completely disregard the results of such a poll.

At one part in the game, the Principal may invite you to a meeting of all department heads and teachers at Woodrow Wilson Junior High School. You are not allowed to attend this meeting. You should explain that you have a previous engagement.

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Communications:

1. You have the option of calling together all participants prior to the first and second referendum.
2. You can initiate a discussion with any of the participants.

Responsibility:

1. You must administer two referenda and give the results of these to the game warden.
2. You must make two decisions about using the \$60,000 and inform the other participants and the game director of the decisions (see letter from Flott Foundation).

Goals:

1. To be seen as a mediator and an innovator.
2. To have school staff receptive to a redefinition of roles.

Flott Foundation
112 Givaway Avenue
No. Strings, U.S.A.

Dr. Antique
Assistant Superintendent
Conklinville School District
Conklinville, U.S.A.

Dear Dr. Antique:

We are happy to inform you that an initial sum of \$60,000 has been awarded to your WHOOPS project on the use of paraprofessional staff at Woodrow Wilson Junior High School.

Although we found your proposal somewhat sketchy, it is our belief that school systems exploring new ways to improve the education of our future citizens should be encouraged, and, as you know, we are impressed with your district's previous record of innovation.

We would hope that this project might become the seed for a district-supported attempt to move toward a thorough review of school staffing procedures, and the development of specialization of teaching functions.

We look to you to provide more complete information on the intended use of these funds during the next two weeks. At the end of the first week, we would like to know whether you will use the funds to initiate a small scale pilot study, with a fairly heavy commitment to evaluation, or a full scale effort in which you would use from 12 to 15 paraprofessionals in the school.

At the end of the second week we would like to know how the paraprofessionals will be distributed, and a more complete definition of the intended activities of the paraprofessionals.

We would like you to respond to these issues by submitting the opinions of your staff on the enclosed forms.

With our highest regards for your excellent leadership in Conklinville,

Peter J. Folley
President, Flott Foundation

Enc.: Referendum

WOODROW WILSON JUNIOR HIGH SCHOOL

MEMO

TO: Dr. Antique, Assistant Superintendent

FROM: Mr. Wordsworth, English Department Head

In response to your request for recommendations for next year's budget, I would like to suggest that the primary need of the Junior High School at this time is a modern, well equipped library. The library we now have is inadequate both in terms of its lack of resource materials and its fragmented structure. As you know, our library funds were cut last year at a most crucial time, which made it impossible to continue our library improvement program.

A modern library will not only enhance the present educational system, but it will ensure the future success of new dimensions in education. In the English Department we have been exploring the use of the library as an independent resource center during scheduled classes. We would as well like to see individual carrels, projectors, and audio recorders purchased. These could be used by the student during his free time.

Our future success and the success of the students lies in great part tangent to our dedication to building a modern up to date library. Since the funding cut last year in the improvement program, it has become more apparent that the English, Math and Social Studies curriculum, as well as the entire school, could be enhanced by a modern up to date library. We would like to know your reactions.

WOODROW WILSON JUNIOR HIGH SCHOOL

MEMO

TO: Dr. Antique, Assistant Superintendent

FROM: The Office of the Principal

I thought you might be interested in what our union leaders think of the paraprofessional idea. Check over the memo I received yesterday.

Whipper

WOODROW WILSON JUNIOR HIGH SCHOOL

MEMO

TO: Mr. Whipper, Principal

FROM: Mr. Colon

RE: The Teachers Union #576

For a number of years the Teachers Union has attempted to negotiate with the Administration for the removal of non-essential tasks from the workday of teachers. However, the Union views the attempt to define these tasks by the Administration as dangerous to the best interests of the professional standards of the schools, and ultimately against the best interests of our students. Many tasks that at first sight appear to be noninstructional are anything but. For example, such roles as maintaining order on field trips, operating film strips, grading test papers, and supervising classes in the teachers absence, clearly encroach upon the teacher's professional responsibility.

What is needed is a clear definition of tasks performed in schools by paraprofessionals and professionals. The Union's position here is that those tasks which relate to or involve learners in any way are, in essence, instructional, and therefore, the responsibility of the professional teacher.

We would look to an early communication from you on the proposed plan for paraprofessionals. Although the Union views the potential benefits of paraprofessionals with some optimism, we feel that there are two absolutely essential elements in such a plan:

1. That the Union have a full voice in the definition of the role of the paraprofessional.
2. That the paraprofessional not reduce the salary or the number of teachers currently employed.

We look forward to an early communication from you on this issue.

SCHOOL COMMUNICATIONS GAME

Principal - Mr. Whipper

You view yourself as a very determined innovator who has been restrained from carrying out new programs by the central administration. It was at your suggestion that a proposal was written to study and implement a paraprofessional program in the school system. You want to keep the funds that might be available for this program under your control.

Since the original proposal was submitted, you have received many comments from the staff concerning the implementation of the paraprofessional program. Most of the staff members are quite willing to put forth effort to make the program a complete success. However, you have met some opposition to your proposal, the greatest amount coming from an English teacher who is very strong in the teachers' union. In your file is a copy of his memo to you, which was also forwarded to the assistant superintendent for his consideration.

You would like to use the department heads to deal with teachers, and thereby create a more decentralized administration. Although the department heads have some administrative responsibility, they are basically teachers and have, in the past, represented teachers' needs and viewpoints.

Communications:

1. You can initiate discussions with any member of your staff: department heads and teachers.
2. You can call a school-wide meeting once during the game, during the second interaction period. You do not, however, have to call such a meeting. You can invite the assistant superintendent to such a meeting; he is, however, the only person who is not required to attend.

Goals:

1. To gain control of the expenditure of monies and the direction of innovative programs with Woodrow Wilson Junior High School.
2. To have department heads take more responsibility in proposing and carrying out programs.

CONKLINVILLE SCHOOL DISTRICT

INTERDISTRICT MEMO

TO: Whipper, Principal

FROM: ☐ Superintendent
☐ Assistant Superintendent
☐ Personnel Office
☒ Business Department

You wanted me to let you know when the Assistant Superintendent heard from Flott Foundation on that paraprofessional program. The signed contract just came through for \$60,000 and we are setting up the books and accounts for it today.

How about golf again on Saturday?

Joe Merchant (Business Manager)

WOODROW WILSON JUNIOR HIGH SCHOOL

MEMO

TO: Whipper, Principal

FROM: Petri, Science Department Head

RE: Earlier memo on paraprofessionals

Have you come up with anything concerning my request (made three months ago) for some paraprofessionals in the Science Department? Let me repeat that we have a need which no other discipline faces. In addition to normal clerical chores, we have a host of laboratory-related activities which now eat severely into a teacher's time. It is not necessary to hire additional teachers; all that is needed is some non-teaching help.

I realize that there are budgetary considerations. But this idea does not have to be implemented school wide; the need exists basically in the sciences. And since we are not talking about people who are competent to teach, the salaries involved could be fairly low. Indeed, we might be able to arrange some volunteer help from college students or older housewives. Given the money now being spent on this experimental social studies course (I know how much those duplicated source books cost!), it seems to me that we might find some dollars for a really solid need. Any help which you can give this idea would be greatly appreciated.

By the way, are you coming to the student-faculty softball game next Tuesday? We might brush up on our pitching signals if you want to participate; we made a good battery last year.

WOODROW WILSON JUNIOR HIGH SCHOOL

MEMO

TO: Mr. Whipper, Principal

FROM: Mr. Colon

RE: The Teachers Union #576

For a number of years the Teachers Union has attempted to negotiate with the Administration for the removal of non-essential tasks from the workday of teachers. However, the Union views the attempt to define these tasks by the Administration as dangerous to the best interests of the professional standards of the schools, and ultimately against the best interests of our students. Many tasks that at first sight appear to be noninstructional are anything but. For example, such roles as maintaining order on field trips, operating film strips, grading test papers, and supervising classes in the teachers absence, clearly encroach upon the teacher's professional responsibility.

What is needed is a clear definition of tasks performed in schools by paraprofessionals and professionals. The Union's position here is that those tasks which relate to or involve learners in any way are, in essence, instructional, and therefore, the responsibility of the professional teacher.

We would look to an early communication from you on the proposed plan for paraprofessionals. Although the Union views the potential benefits of paraprofessionals with some optimism, we feel that there are two absolutely essential elements in such a plan:

1. That the Union have a full voice in the definition of the role of the paraprofessional.
2. That the paraprofessional not reduce the salary or the number of teachers currently employed.

We look forward to an early communication from you on this issue.

WOODROW WILSON JUNIOR HIGH SCHOOL

Mr. Whipper, Principal:

As I mentioned to you at the last faculty meeting, we desperately need another \$200 in the Social Studies Department budget for the purchase of multiple-copy paperback series for the U.S. History and World History courses. If you can't squeeze it out of the budget, I'd be willing to go to the board for a special appropriation. I'll be looking for a reply from you before next Tuesday.

Mr. Globe
Social Studies Dept. Head

WOODROW WILSON JUNIOR HIGH SCHOOL

MEMO

TO: Dr. Antique, Assistant Superintendent

FROM: The Office of the Principal

I thought you might be interested in what our union leaders think of the paraprofessional idea. Check over the memo I received yesterday.

Whipper

WOODROW WILSON JUNIOR HIGH SCHOOL

MEMO

TO: Mr. Petri

FROM: The Office of the Principal

Mr. Koke from the snack bar downstairs said Paul Player was in his store at 10:50 this morning. Was he on an errand from your class?

Whipper

WOODROW WILSON JUNIOR HIGH SCHOOL

MEMO

TO: Mrs. Globe

FROM: The Office of the Principal

The Junior High would like to borrow the two filmstrips on Asia if you are not using them. Please let me know by Wednesday.

Whipper

WOODROW WILSON JUNIOR HIGH SCHOOL

MEMO

TO: Mr. Colon

FROM: The Office of the Principal

Did you get my last memo?

Whipper

WOODROW WILSON JUNIOR HIGH SCHOOL

MEMO

TO: Miss Terraine

FROM: The Office of the Principal

I realize that this year has not been a complete success for you in that many of your ideas were restrained. May I solicit your help in planning a program as to how you could best use a paraprofessional? There is, at this time, no guarantee we will be funded on our project, but I would like to be prepared just in case we are.

Thanks.

Mr. Whipper

SCHOOL COMMUNICATIONS GAME

English Department Head - Mr. Wordsworth

You are a 35 year old progressive who has had experience in business before deciding to go into teaching. Although you appreciated the business organization, you felt that the school system would allow you the personal contact you did not have in business. You have been a faculty member at Woodrow Wilson for eight years, and were promoted to Department Head three years ago.

You are a firm believer in keeping abreast of new ideas generated from both those involved in education and those who work outside the field. You see the English Department as the most innovative department in the school. You read extensively and have involved yourself in community, Union and Administration projects which have attempted to improve the school.

You have advocated most recently an implementation of a paraprofessional project within the English Department. Although you feel that the entire school could benefit from paraprofessional help, you feel that the English Department is most ready to experiment. You are quite willing to try to work with the other departments and the administration in order to plan for the implementation of a total school paraprofessional project after an experimental phase has shown the program to be effective.

You have also advocated, in a memo to the Superintendent, a reorganization and expansion of the School Library.

Communications:

You can initiate discussions with any other Department Head, and with the English teacher, Mr. Colon.

Goal:

1. To have the English Department selected for pilot program with paraprofessional aides.
2. To be accepted as a coordinator and innovator.
3. To obtain funds for improving the School Library.

WOODROW WILSON JUNIOR HIGH SCHOOL

MEMO

TO: Mr. Wordsworth, English Department Head

FROM: Mr. Petri, Science Department Head

RE: Allen Dwight on flexible scheduling

Thanks for your efforts in arranging for Dean Dwight to speak to the faculty on flexible scheduling. I am not convinced about the idea itself, but it might indeed have some practical applications (perhaps in a modified form) to our situation. In any case, it is always entertaining to listen to the Ivory Tower every now and then.

I enjoyed having dinner with you and your family the other night. Why don't you plan on coming over to my place next week?

WOODROW WILSON JUNIOR HIGH SCHOOL

MEMO

TO: WordsworthFROM: Mr. Globe

My wife heard from Muriel (secretary for Assistant Superintendent) that the Flott Foundation just came through with \$60,000 for the paraprofessional program. If we're going to keep this project from being more trouble than it is help, the teachers had better get organized and see that we, and not the Administration, decide how that program is going to be run. Are you interested in getting together with the other department chairmen on this?

WOODROW WILSON JUNIOR HIGH SCHOOL

MEMO

TO: Dr. Antique, Assistant Superintendent

FROM: Mr. Wordsworth, English Department Head

In response to your request for recommendations for next year's budget, I would like to suggest that the primary need of the Junior High School at this time is a modern, well equipped library. The library we now have is inadequate both in terms of its lack of resource materials and its fragmented structure. As you know, our library funds were cut last year at a most crucial time, which made it impossible to continue our library improvement program.

A modern library will not only enhance the present educational system, but it will ensure the future success of new dimensions in education. In the English Department we have been exploring the use of the library as an independent resource center during scheduled classes. We would as well like to see individual carrels, projectors, and audio recorders purchased. These could be used by the student during his free time.

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WOODROW WILSON JUNIOR HIGH SCHOOL

MEMO

TO: Mr. Colon

FROM: Wordsworth, Department Head

Harry just sent word that the school will be getting \$60,000 for the paraprofessional program. Several studies I've read indicate they can be a great help in individualizing the curriculum. Be thinking about ways we might want to use some instructional aids in small group work or with curriculum packets in the resource center.

SCHOOL COMMUNICATIONS GAME

English Teacher - Mr. Colon

You have taught for only four years in this school system and have been very active in the pursuit of better working conditions for yourself and other certified personnel. From the beginning of your teaching career you have believed that school administration needs to be confronted and pushed if teachers' working conditions and salaries are to be improved. When teachers have higher salaries and more free time, the students' education will be improved.

You are presently an officer in your district's Teachers' Union. When it was announced by the Administration that a \$60,000 grant to look into the use of paraprofessionals in the schools was being considered, you got together with other officers in the Association and drafted a memo to your principal and to the Board of Education.

Your personal view is that the amount of clerical work required by teachers is intolerable and that paraprofessionals should take over some of these chores. You believe that the Teachers' Union should be a central party to the negotiations on the use of the paraprofessional. The Teachers' Association is not taking any initiative on this issue, and this might be an opportunity to enlist more interest in the Union.

You believe that the teachers should strongly influence all administrative decisions on matters affecting the future of the school.

You are somewhat suspicious of the role of department heads on supporting teachers' interests. Although they do teach some classes, they often act as administrators first and teachers second.

Communication:

1. You can initiate discussions with Miss Terraine or with Miss Prism.

Goals:

1. To gain more teacher support for the Union.
2. To make the Union a central party to all staffing decisions.
3. To reduce amount of clerical work done by teachers.

WOODROW WILSON JUNIOR HIGH SCHOOL

MEMO

TO: Mr. Colon

FROM: Wordsworth, Department Head

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WOODROW WILSON JUNIOR HIGH SCHOOL

MEMO

TO: Mr. Colon

FROM: Miss Terraine

I was really excited about our conversation concerning some cooperation between the English and Social Studies Departments on a humanities curriculum. I think we can come up with some good stuff for the kids - really relevant things that will get them involved. I've also got some good ideas about how we might team to teach the course. Let's get together to talk over the details more - we might want to invite Wordsworth (head of the English Department) and Prism (Science teacher) to work on it with us. What do you think? Let me know soon.

WOODROW WILSON JUNIOR HIGH SCHOOL

MEMO

TO: Mr. Colon

FROM: The Office of the Principal

Did you get my last memo?

Whipper

WOODROW WILSON JUNIOR HIGH SCHOOL

MEMO

TO: Mr. Whipper, Principal

FROM: Mr. Colon

RE: The Teachers Union #576

For a number of years the Teachers Union has attempted to negotiate with the Administration for the removal of non-essential tasks from the workday of teachers. However, the Union views the attempt to define these tasks by the Administration as dangerous to the best interests of the professional standards of the schools, and ultimately against the best interests of our students. Many tasks that at first sight appear to be noninstructional are anything but. For example, such roles as maintaining order on field trips, operating film strips, grading test papers, and supervising classes in the teachers absence, clearly encroach upon the teacher's professional responsibility.

What is needed is a clear definition of tasks performed in schools by paraprofessionals and professionals. The Union's position here is that those tasks which relate to or involve learners in any way are, in essence, instructional, and therefore, the responsibility of the professional teacher.

We would look to an early communication from you on the proposed plan for paraprofessionals. Although the Union views the potential benefits of paraprofessionals with some optimism, we feel that there are two absolutely essential elements in such a plan:

1. That the Union have a full voice in the definition of the role of the paraprofessional.
2. That the paraprofessional not reduce the salary or the number of teachers currently employed.

We look forward to an early communication from you on this issue.

WOODROW WILSON JUNIOR HIGH SCHOOL

MEMO

TO: Miss Terraine

FROM: Mr. Colon

I'm hoping that you will be able to attend our next Union meeting on Thursday evening at 7:00 p.m.

We feel that the Union's approach will offer the best road to obtaining full professional rights for you and for all the teachers of our schools.

We are not fighting the Teachers' Association in this effort; they do not seem to be working for negotiation status, which is clearly the only way that the Administration will heed the teachers' voices.

Let me know before Thursday if you can make the meeting.

SCHOOL COMMUNICATIONS GAME

Science Department Head - Mr. Petri

At the age of forty-three, and after thirteen years in the classroom, you understand that in order to achieve your goal of serving your teachers and your students, it is necessary to worry more about the nitty-gritty problems of teaching and administration and less about abstract theories and untested innovations. You can easily remember times when your teachers had to do without much needed laboratory equipment or your students suffered through an out-of-date textbook, because money which might have been spent for the Science Department had been waylaid by another department or lost in some wild-eyed boondoggle incited by an outside consultant.

A paraprofessional program is clearly something that can help you and your people. In fact, the Science Department should probably have more than the average share of help. There are many tasks in the laboratory (ordering equipment and chemicals, cleaning up, setting up demonstrations, correcting workbooks and lab reports) in addition to normal classroom clerical work which you feel could be handled by a paraprofessional. On the other hand, you recognize that great effort will have to be taken to insure that these unskilled laborers do not usurp the teacher's rightful place. It is not the issue of professional standards that worries you -- that is another irrelevant abstraction -- but the simple question of job security for you and your colleagues. You would never accept a plan that might involve replacing teachers with paraprofessionals. As long as this goal is met, however, you would like to get as many non-teaching paraprofessionals as possible (if the opportunity should ever arise) to help your overburdened staff. As a matter of fact, several months ago you requested some paraprofessionals from the principal, and were told that it was not possible at that time to meet the request.

Communication:

You can initiate discussion with any other Department Head, and with the Science teacher, Miss Prism.

Goals:

1. To obtain as many aides as you can to help in science laboratories.
2. To insure that job security is maintained in any plans the school might undertake.

WOODROW WILSON JUNIOR HIGH SCHOOL

MEMO

TO: Mr. Petri

FROM: The Office of the Principal

Mr. Koke from the snack bar downstairs said Paul Player was in his store at 10:50 this morning. Was he on an errand from your class?

Whipper

WOODROW WILSON JUNIOR HIGH SCHOOL

MEMO

TO: Mr. Petri, Science Department Head

FROM: Miss Prism, Science Teacher

RE: General Science 1

Enclosed is a copy of my lesson plans and completion dates for last semester of General Science 1. You will note that my class went through the course completely on schedule, in spite of a large number of no school days. I think this is a good indication of the success of the course.

I have reviewed the curriculum changes which you suggested. They are most interesting. In view of the demonstrated success of this course, however, I feel that any untested change would be unwise. I do appreciate your concern, and hope that we can discuss the matter further, if you so desire.

WOODROW WILSON JUNIOR HIGH SCHOOL

MEMO

TO: Mr. Petri

FROM: Mr. Globe

My wife just heard from Muriel (Secretary for Assistant Superintendent) that the Flett Foundation just came through with \$60,000 for the preprofessional program. If we're going to keep this project from being more trouble than it is help, the teachers had better get organized and see that we, and not the administration, decide how that program is going to be run. Are you interested in getting together with the other department chairmen on this?

WOODROW WILSON JUNIOR HIGH SCHOOL

MEMO

TO: Mrs. Globe, Social Studies Department Head

FROM: Mr. Petri, Science Department Head

RE: Teachers' Union

Re your memo of last week about the problems with the Teachers' Union, I agree with many of your points. We must remember, however, the reality of the situation. You know as well as I do the need for practical things such as higher salaries, both for our own well being and to attract better teachers to the school. Unless the Teachers' Association can demonstrate more power than it has in the past in these matters, I feel obliged to support the union. When all the philosophy is said and done, we must still be concerned with results.

Perhaps we should make a concerted effort to get a wide sample of opinion on this matter.

WOODROW WILSON JUNIOR HIGH SCHOOL

MEMO

TO: Mr. Wordsworth, English Department Head

FROM: Mr. Petri, Science Department Head

RE: Allen Dwight on flexible scheduling

Thanks for your efforts in arranging for Dean Dwight to speak to the faculty on flexible scheduling. I am not convinced about the idea itself, but it might indeed have some practical applications (perhaps in a modified form) to our situation. In any case, it is always entertaining to listen to the Ivory Tower every now and then.

I enjoyed having dinner with you and your family the other night. Why don't you plan on coming over to my place next week?

WOODROW WILSON JUNIOR HIGH SCHOOL

MEMO

TO: Whipper, Principal

FROM: Petri, Science Department Head

RE: Earlier memo on paraprofessionals

Have you come up with anything concerning my request (made three months ago) for some paraprofessionals in the Science Department? Let me repeat that we have a need which no other discipline faces. In addition to normal clerical chores, we have a host of laboratory-related activities which now eat severely into a teacher's time. It is not necessary to hire additional teachers; all that is needed is some non-teaching help.

I realize that there are budgetary considerations. But this idea does not have to be implemented school wide; the need exists basically in the sciences. And since we are not talking about people who are competent to teach, the salaries involved could be fairly low. Indeed, we might be able to arrange some volunteer help from college students or older housewives. Given the money now being spent on this experimental social studies course (I know how much those duplicated source books cost!), it seems to me that we might find some dollars for a really solid need. Any help which you can give this idea would be greatly appreciated.

By the way, are you coming to the student-faculty softball game next Tuesday? We might brush up on our pitching signals if you want to participate; we made a good battery last year.

WOODROW WILSON JUNIOR HIGH SCHOOL

MEMO

TO: Miss Priem

FROM: Mr. Petri

Miss Priem:

Harry tells me \$60,000 came through for that paraprofessional program. Here's our chance to get out from under washing test tubes and changing the litter in the white rat cages. Let's get together to draw up job descriptions for about 10 pp's. If we get the jump on the others, we'll do better when the time for dealing out the bodies comes.

Mr. Petri

SCHOOL COMMUNICATIONS GAME

Science Teacher - Miss Prism

Five years ago you came to this school system, a green recruit fresh from teachers' college. Two years ago you received tenure and, since this is a moderately well paying, secure job, you plan to remain in the school for some time to come.

You are worried that some of your more liberal colleagues are becoming too enamoured of the many educational innovations which are now so popular. It is clear that there are many problems with the educational profession. There is no point, however, in rushing headlong into change for the sake of change. You would like to see greater attention paid to careful studies of proposed innovation, to insure that there is minimal disruption involved for teachers and students. You know that you can do the school a service as a balance to the educational revolutionaries who threaten its stability.

As a teacher, you are proud of your work. You do a good job and put in long hours. You expend a great deal of effort to make sure that your classroom is always orderly and quiet, that the students always have plenty of work to do, and that you get through the lesson plans right on schedule. What you do not need right now is any untested intrusion into the system you have set up. You know you are capable of handling your duties as they exist now.

You believe that the teachers should influence administrative decisions on matters affecting the future of the school.

You are somewhat suspicious of the role of department heads in supporting teachers' interests. Although they do teach some classes, they often act as administrators first and teachers second.

Communication:

You can initiate discussion with Mr. Colon and Miss Terraine.

Goals:

1. To insure that new programs are implemented only after careful study and trial.

WOODROW WILSON JUNIOR HIGH SCHOOL

MEMO

TO: Miss Prism

FROM: Mr. Petri

Miss Prism:

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Mr. Petri

WOODROW WILSON JUNIOR HIGH SCHOOL

MEMO

TO: Mr. Petri, Science Department Head

FROM: Miss Prism, Science Teacher

RE: General Science 1

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I have reviewed the curriculum changes which you suggested. They are most interesting. In view of the demonstrated success of this course, however, I feel that any untested change would be unwise. I do appreciate your concern, and hope that we can discuss the matter further, if you so desire.

SCHOOL COMMUNICATIONS GAME

Social Studies Department Head - Mrs. Globe

A seventeen-year veteran of the classroom, and in your fifteenth year as department head, you have been a fighter most of your teaching career. In your twelve years in this school, you have done battle with the administration over the issues of merit pay, an extra planning period for department chairmen, payment of teachers for summer in-service days, and department control over textbook and materials budgets, just to name a few. Although regarded by many of the younger teachers as old guard, you consider yourself to be one of the most important progressive forces in the school.

Last year you were president of the Teachers' Association, an office you have held several times previously. A Teachers' Union is just beginning to build strength in the district - an occurrence which displeases you. You are somewhat anti-union because you believe its members show little professional concern for bettering the education received by children.

With regard to the proposed paraprofessional program, you have mixed feelings. On the one hand, you strongly favor the use of paraprofessionals for clerical and some instructional purposes. On the other hand, many of your previous attempts to initiate changes in the school have been thwarted by "budget limitations" (according to the administration) only to then have some fadish "innovation" picked up by the administration and shoved down your throat. You fear that this paraprofessional program, unless the teachers can control its implementation, will become another ill-conceived, not-sufficiently-well-planned, misused innovation costing precious money that could be put into changes with potential for improving the school's education program.

Communications:

You can initiate discussions with any other department head, and with the Social Studies teacher, Miss Terraine.

Goals:

1. To have teachers rather than administrators control the operation of new school programs.
2. To obtain \$200 from the principal for a new paperback book series.

WOODROW WILSON JUNIOR HIGH SCHOOL

MEMO

TO: Mrs. Globe

FROM: The Office of the Principal

The Junior High would like to borrow the two filmstrips on Asia if you are not using them. Please let me know by Wednesday.

Whipper

WOODROW WILSON JUNIOR HIGH SCHOOL

MEMO

TO: WordsworthFROM: Mr. Globe

My wife heard from Muriel (secretary for Assistant Superintendent) that the Flott Foundation just came through with \$60,000 for the paraprofessional program. If we're going to keep this project from being more trouble than it is help, the teachers had better get organized and see that we, and not the Administration, decide how that program is going to be run. Are you interested in getting together with the other department chairmen on this?

WOODROW WILSON JUNIOR HIGH SCHOOL

MEMO

TO: Mrs. Globe, Social Studies Department Head

FROM: Mr. Petri, Science Department Head

RE: Teachers' Union

Re your memo of last week about the problems with the Teachers' Union, I agree with many of your points. We must remember, however, the reality of the situation. You know as well as I do the need for practical things such as higher salaries, both for our own well being and to attract better teachers to the school. Unless the Teachers' Association can demonstrate more power than it has in the past in these matters, I feel obliged to support the union. When all the philosophy is said and done, we must still be concerned with results.

Perhaps we should make a concerted effort to get a wide sample of opinion on this matter.

WOODROW WILSON JUNIOR HIGH SCHOOL

MEMO

TO: Mr. Petri

FROM: Mr. Globe

My wife just heard from Muriel (Secretary for Assistant Superintendent) that the Flett Foundation just came through with \$60,000 for the preprofessional program. If we're going to keep this project from being more trouble than it is help, the teachers had better get organized and see that we, and not the administration, decide how that program is going to be run. Are you interested in getting together with the other department chairmen on this?

WOODROW WILSON JUNIOR HIGH SCHOOL

Mr. Whipper, Principal:

As I mentioned to you at the last faculty meeting, we desperately need another \$200 in the Social Studies Department budget for the purchase of multiple-copy paperback series for the U.S. History and World History courses. If you can't squeeze it out of the budget, I'd be willing to go to the board for a special appropriation. I'll be looking for a reply from you before next Tuesday.

Mr. Globe
Social Studies Dept. Head

WOODROW WILSON JUNIOR HIGH SCHOOL

MEMO

TO: Miss Terraine

FROM: Mr. Globe

I discussed with Mr. Whipper your suggestions regarding a humanities curriculum and cooperation with the English Department in some sort of teaming arrangement. He expressed the feeling that it might be a good idea to do some thinking about it for the future, but that you should postpone it until after the outcome of the proposed paraprofessional program is known. My feeling is that any attempts at team teaching will be futile until we can get the building modified to include a large-group room and some seminar rooms. I recommend we hold up on the idea for the immediate present anyway. Meanwhile, you might want to get a more formal proposal down on paper.

Mr. Globe

SCHOOL COMMUNICATIONS GAME

Social Studies Teacher - Miss Terraine

This is your first year in the classroom. After getting your MAT from a prestigious and progressive school of education, your first year as a teacher was somewhat disappointing. The biggest reason for this disappointment was the restriction placed on your freedom to try the new methods and materials you have been exposed to in education courses. Many of your attempts to use small groups, to try team teaching, and to make greater use of independent study time for students were discouraged by the Social Studies Department Head with the excuse that the "administration" would "just get upset and cause problems for you." This response rang hollow to you since the Principal seemed much more progressive than the Social Studies Department Head.

You are very favorably disposed toward the proposed paraprofessional program. You see it as an impetus for making needed changes in the Social Studies Department.

Communication:

You can initiate discussion with Mr. Colon or Miss Prism.

Goals:

1. To get approval for trying new materials and approaches in the classroom.
2. To jointly plan and run a new humanities course with the English Department.

WOODROW WILSON JUNIOR HIGH SCHOOL

MEMO

TO: Miss Terraine

FROM: Mr. Globe

I discussed with Mr. Whipper your suggestions regarding a humanities curriculum and cooperation with the English Department in some sort of teaming arrangement. He expressed the feeling that it might be a good idea to do some thinking about it for the future, but that you should postpone it until after the outcome of the proposed paraprofessional program is known. My feeling is that any attempts at team teaching will be futile until we can get the building modified to include a large-group room and some seminar rooms. I recommend we hold up on the idea for the immediate present anyway. Meanwhile, you might want to get a more formal proposal down on paper.

Mr. Globe

WOODROW WILSON JUNIOR HIGH SCHOOL

MFNC

TO: Miss Terraine

FROM: The Office of the Principal

I realize that this year has not been a complete success for you in that many of your ideas were restrained. May I solicit your help in planning a program as to how you could best use a paraprofessional? There is, at this time, no guarantee we will be funded on our project, but I would like to be prepared just in case we are.

Thanks.

Mr. Whipper

WOODROW WILSON JUNIOR HIGH SCHOOL

MEMO

TO: Miss Terraine

FROM: Mr. Colon

I'm hoping that you will be able to attend our next Union meeting on Thursday evening at 7:00 p.m.

We feel that the Union's approach will offer the best road to obtaining full professional rights for you and for all the teachers of our schools.

We are not fighting the Teachers' Association in this effort; they do not seem to be working for negotiation status, which is clearly the only way that the Administration will heed the teachers' voices.

Let me know before Thursday if you can make the meeting.

WOODROW WILSON JUNIOR HIGH SCHOOL

MEMO

TO: Mr. Colon

FROM: Miss Terraine

I was really excited about our conversation concerning some cooperation between the English and Social Studies Departments on a humanities curriculum. I think we can come up with some good stuff for the kids - really relevant things that will get them involved. I've also got some good ideas about how we might team to teach the course. Let's get together to talk over the details more - we might want to invite Wordsworth (head of the English Department) and Prism (Science teacher) to work on it with us. What do you think? Let me know soon.